

Grade Level Expectations Matrix - Listening & Viewing

	Sixth Grade	Seventh Grade	Eighth Grade
Conventions (Interpersonal Process)			
		Students will ask probing questions of speakers aimed at the speaker's claims and conclusions.	
	Students will demonstrate the social skills of audience behavior (i.e., eye contact, quiet and still, attentive, supportive).		
	Students will relate the speaker's verbal communications (e.g., eye contact, tone of voice) to the nonverbal message communication (e.g., posture, gestures).		Students will critically examine the verbal and nonverbal strategies in the communication process.
	Students will respond to, evaluate and analyze speeches and other presentations.	Students will tell fact from opinion and question the validity of facts and the basis of opinions during a peer presentation.	Students will listen to and view a variety of peer presentations, analyzing them for key factors (e.g., main idea, significant details) and facts, opinions, bias,

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			propaganda, argumentation or support.
	Students will develop critical standards based on aesthetic qualities and use them to explain choices (e.g., writing portfolio).	Students will develop critical standards based on aesthetic qualities and use them to explain choices.	Students will develop critical standards based on aesthetic qualities and use them to explain choices.
			Students will analyze oral interpretations of literature, including language choice and delivery and the effect of the interpretations on the listener.
Response	Students will summarize, take notes on key points and ask clarifying questions.	Students will identify, state and react to a speaker's point of view and bias.	Students will identify and critically analyze the purpose (e.g., entertain, persuade, inform) of specific communications and their personal responses.
	Students will respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Students will respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Students will respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
	Students will respond	Students will respond	Students will respond

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	to multiple texts listened to or viewed by speaking, illustrating and/or writing in order to compare similarities and differences in ideas, form and style, evaluate quality, and determine personal and universal significance.	to multiple texts listened to or viewed by speaking, illustrating and/or writing in order to anticipate and answer questions, to determine personal and universal significance, and to offer opinions or solutions.	to multiple texts listened to or viewed by speaking, illustrating and/or writing in order to anticipate and answer questions, determine personal and universal significance, and offer opinions or solutions.
	Students will identify persuasive and propaganda techniques used in television and identify false and misleading information.	Students will identify persuasive and propaganda techniques and analyze the effect on the viewer of images, text and sound in the electronic media (e.g., television, movies) and determine if the techniques used achieved their intended effects.	Students will interpret and analyze the various ways in which visual image makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.
	Students will identify a speaker's affective communications, expressed through tone, mood and emotional cues.	Students will identify a speaker's attitude toward a subject.	Students can paraphrase what a speaker said, relating fairly the speaker's purpose and point of view. They can ask relevant questions about the content,

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			delivery and purpose of the presentation.
	Students will respond to, evaluate and analyze the credibility of a speaker's use of persuasion to affirm a point of view in a speech or presentation.	Students will evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not.	Students will evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.